

Successful Practices in Secondary Transition for Continuous Improvement Program Survey/Interview

District Name: _____

Date: _____

Interviewee: _____ Title: _____ IU/PaTTAN Interviewer: _____

1. Who in your LEA/CTC supervises special education teachers?	
2. Who in your LEA/CTC serves as the LEA at IEP meetings?	
3. How are the special education teachers organized (grade level, academic area, case manager, looping, resource advisor, etc.)?	
4. Who in the LEA/CTC serves as the Transition Coordinator?	
5. What are the responsibilities of the Transition Coordinator within your LEA/CTC?	
6. Does the Transition Coordinator have different roles with middle school students verses high school students?	
7. What role(s) do your LEA/CTC's guidance counselors have in the transition services of students with special needs?	
8. Is the staff involved in transitioning students age 14+ district employees, non-district (contracted) employees or both?	
9. If there are non-district (contracted) employees in your LEA/CTC, what positions do they hold?	
10. If there are non-district (contracted) employees in your LEA/CTC, who supervises them?	
11. How would your LEA/CTC expect contracted employees and their supervisors to receive effective practices in secondary transition training?	
12. Who in your LEA/CTC is responsible for sending out IEP invitations to parents, students, agencies and anyone else that is expected to be at the IEP meeting?	
13. Who in your LEA/CTC completes the following sections of the IEP? <ul style="list-style-type: none"> • Present Educational Levels • Transition Grid • Measurable Annual Goals 	
14. How do the teachers in your LEA/CTC learn about the specific agencies that are available in your community?	

15. Who are the agencies that your LEA/CTC works with?	
16. How are these agencies engaged in the transition process of students (participation, collaboration, etc.)?	
17. Are transition assessments used within your LEA/CTC? If so, which do you use?	
18. Has the LEA/CTC mapped out a sequence documenting which assessments are administered at each specific grade level (usually 7-12)?	
19. Are all three post-secondary areas (education/training, employment, independent living) addressed in ALL students' IEPs?	
20. What processes do you have in place to ensure that students' post-secondary goals are realistic and achievable?	
21. Do the students' courses of study align with the students' post-secondary goals and reflect students' current schedule?	
22. Are the special education teachers in your LEA/CTC aware of transition activities completed with ALL students? If so, how are these activities integrated into transition planning?	
23. How are your special education teachers made aware of individual transition activities completed for students with disabilities?	
24. Has the district mapped out a sequence documenting which transition activities are administered at each specific grade level (usually 7-12)?	
25. When a student has a specific need in a particular area (like reading) is there alignment within the IEP between present educational levels, the transition grid and the measurable annual goals, specially designed instruction or related services?	